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ABSTRACT

Project EXCEL is a federally-funded workplace literacy program involving hotel enterprises in the San Francisco (California) Bay area. Its focus is on identification and instruction of literacy skills essential to job success for limited-English-proficient (LEP) workers. Training is intended to enable employees to understand written work orders, enhance communication with supervisors and co-workers, and encourage greater involvement through team building and critical thinking. This training module is designed for hotel stewarding department workers in one participating hotel. An introductory section gives and overview of the curriculum and offers suggestions for classroom presentation. The curriculum consists of six instructional units on these topics: making and responding to requests (two units); asking for clarification; describing where things are (two units); and reporting problems. Each unit contains exercises in listening, speaking, reading, and writing skills. Four paper-and-pencil quizzes on place-settings and holloware are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 373 608

San Francisco Hilton and Towers

Stewarding Department

ENGLISH COMMUNICATION

Module 1

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Project EXCEL
Career Resources Development Center
655 Geary Street
San Francisco CA 94102

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PROJECT EXCEL:

Workplace Communication Training for Hotel Workers

a project of Career Resources Development Center

WORKPLACE EDUCATION

Project EXCEL is a workplace education partnership with hotel enterprises in the San Francisco Bay Area. Its focus is on the identification and instruction of literacy skills essential to on-the-job success for limited-English-proficient (LEP) workers. Lessons are developed based on the specific needs at each hotel with emphasis on workplace communication and the American working culture.

PARTNERSHIP

Educational Provider: CRDC

Funded by the U.S. Department of Education, Project EXCEL is a training program administered by the Career Resources Development Center (CRDC) in partnership with hotels. As the designated partner, CRDC is the fiscal agent responsible for program compliance and fu[illegible]g regulations as required by the federal government.

CRDC develops customized curricula for participating hotels, provides classroom instruction and coordinates the program.

CRDC is a non-profit, community-based employment training agency located in San Francisco and Oakland. Since 1966 CRDC has trained over 3,500 ethnic minority members and women and successfully placed them in jobs in the service industries and the clerical field. We have extended our services to train and educate hotel workers. The agency has been working with local business partners to implement successful workplace literacy strategies since 1991.

Hotel Partners

Business involvement is essential to the success of the training. Following are some examples of in-kind contributions which reflect commitment from hotel partners.

- Providing full or partial release time for workers to attend classes.
- Providing facilities for classroom instruction.
- Assisting in curriculum design through consultations with our instructors and curriculum writers.
- Recruiting interested workers for classroom training.

GOALS OF THE TRAINING

The goals of the training are to enable workers togain and retain employment, increase their productivity on the job and advance in their careers.

These goals will be accomplished by raising the literacy and basic skills level of the workforce. The results are worth the effort. The program

enables employees to understand written work orders so they may perform tasks independently,
enhances employees' ability to comprehend and communicate with supervisors and co-workers, and
encourages greater worker involvement through team building and critical thinking activities.

PROGRAM DESIGN

Training modules last 8 to 10 weeks, with a recommended 3 hours of training a week. Each training module will be customized according to the needs of the particular department. Participating departments include Housekeeping, Laundry, Stewarding, Food and Beverage, and others to be determined by the specific needs of hotel partners. Training modules may also include more general topics such as Health and Safety, English for Customer Service, Career Advancement and Work Ethics.

SETTING UP WORKPLACE TRAINING AT YOUR HOTEL

Below is a 5-step summary of the implementation of Project EXCEL:

❶ Identify needs at the workplace *(1 week)*

Our experienced staff and curriculum developers conduct interviews with:

Managers
Supervisors
Workers
Union Representatives

to identify those areas where your employees would most benefit from instruction and training.

❷ Analyze job tasks and communication skills
(1 week)

Curriculum developers and instruc tors observe and participate in actual tasks at the worksite to get an insiders view of the demands of the job.

Our staff also gathers written material used at the workplace in order to specialize the course design for your unique company procedures.

❸ Design a curriculum specific to the workplace
(1-2 weeks)

After conducting the extensive task analyses, curriculum developers examine the results. Based on their findings, they design and develop material for the course. Your employees will have textbooks and workbooks developed especially for them, using your hotel's policies and the needs identified by your own staff as a basis for instruction.

❹ Set up training room
(1 day)

With your help, EXCEL instructors will find and arrange for a training facility easily accessible to students.

❺ Conduct classes
(8-10 weeks)

EXCEL instructors will come to your hotel 2-3 days a week to equip your employees with the English they need to successfully communicate at their workplace.

TO SIGN UP

We would be pleased to talk more with you about our program and to set up workplace literacy training at your work site. Please call , Project EXCEL's Program Coordinator, at 415/775-8880, extension 22

" As a leader in the hospitality industry, ITT Sheraton has stressed the fact that quality service rests on a foundation of effective communication. Improved English proficiency allows the systematic delivery of the type of service designed to meet guests' needs and exceed their expectation. In the process the hotel has experienced the additional benefits of creating an environment where safety procedures are better understood, teamwork has improved and workers feel themselves to be secure, accepted, important members of the team."

Tom Passantino
Director of Training
Sheraton Palace Hotel, San Francisco

" For years I've been whooping and hollering that a small business can train people in job skills, but we can't go back and give them a high school education. This program is great, because the only thing that will work is training in the workplace. "

Gwen Kaplan
President
Ace Mailing Inc., San Francisco

" The program has been a great help in improving communication between English-speaking managers and Hispanic employees.

Clear, precise communication is so important... There are so many things going on at once, so many jobs that are intertwined. Employers need to come up with ways to make sure everyone understands what is happening, whether the employees speak Spanish, Chinese or any other language. "

Barbara Radcliffe
Human Resources Director
Just Desserts Inc., San Francisco

" All over The City, hotel employees are polishing up their English -- at work -- in language classes specifically geared to their work-a-day needs. The program, created by the Career Resources Development Center, has won kudos from hotel executives, union officials and employees -- Japanese chefs, Chinese maids and Hispanic laundry workers."

San Francisco Examiner
Business Section, November 13, 1992

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Table of Contents

Teaching Guide	1
Unit 1	7
Unit 2	10
Unit 3	12
Unit 4	18
Unit 5	22
Unit 6	26
Quizzes	30

TEACHING GUIDE

The purpose of this teaching guide is to explain how the activities were taught in the classroom, and to give additional ways to use the activities.

Course Background

These materials were developed for a 36-hour course, taught over twelve weeks, for stewards at the San Francisco Hilton. The task analysis performed by CRDC indicated that the main need of the workers was to improve their ability to communicate orally on the job. The primary aims of the course, then, were to introduce and practice basic oral language functions to use on the job, and to teach job-specific vocabulary (nouns and verbs). Any reading and writing activities in the text were used to reinforce the structures or vocabulary that were taught orally.

The basic format for the first four units was as follows:

- introduce a certain number of vocabulary items (in this case, banquet items)
- practice pronouncing those items
- introduce a language function or structures
- practice using the language structures using the vocabulary items

(In Unit 5 no new vocabulary items are taught, only specific language structures.)

For this type of course it is essential that the actual items themselves, size permitting, be used in the classroom.

Because the language functions taught are used in all sorts of situations, it can be easy for the teacher to reinforce the structures through non-workplace contexts (home, social situations).

EXERCISE TYPES

The activities involving language functions can all be done in a variety of formats--teacher/choral response, teacher/individual response, pair work. Some students may have little educational experience, so they will need time to fully understand how to do certain activities, such as the matching exercises.

Unit 1

A and B: Students can also ask and answer the questions with each other, either in front of the class or in pairs.

For B, you can hold up an item and have the students, individually or chorally, give the name of the item. Or, you can select a student to perform the teacher's role.
You will notice that the same activities are suggested for all four banquet-vocabulary sections. While this may seem a bit repetitive, it is important for all the students, especially the low-level ones, to be able to use the two phrases "What is this called?" and "How do you say this in English?" without hesitation as they may need these phrases on the job to talk with someone who can't speak their native language. Working in a stewarding department means carrying out instructions quickly, and the workers need to be able to use these two phrases instinctively in the event that they forget the name of an item.

C: Perform the dialogue by yourself, or, even better, with another native speaker or student, and have the students read along. Then, pair up the students and have them practice as you walk amongst them and listen.
For additional listening practice you can perform dialogues using other items and then ask the students what you were asking for.

D and E: Students with low writing skills will need extra help with this. If you can't spend time with them one-on-one, you can pair them up with a more advanced student who can help them write out the dialogues. After they have finished, you can have students read their dialogues in front of the class, or they can trade dialogues with other pairs and read each others'.

A SUMMATIVE ACTIVITY FOR ASSESSMENT AND REINFORCEMENT

Spread out the items on a table. Have student A ask student B for an item. Student B gets up and gets the item for A. In this activity, A's speaking ability and B's listening ability can be assessed.

Unit 2

Same as Unit 1.

A SUMMATIVE ACTIVITY FOR ASSESSMENT AND REINFORCEMENT

Take the realia out of the room and put it on a table or some other flat surface. Remove some of the items, and write down what you remove. Have student A ask student B for an item (their choice). Student B must go out of the room to get

the item, which may or may not be there; so, he/she must decide whether to use an affirmative or negative response.

If you can't use realia, then you can write the names of the items on small pieces of paper and put them outside the room.

Unit 3

A + B: Same as the first two units.

C, D, E, F and G: These sections use exercises in quantifiers to 1) help get the students to clearly pronounce plural endings, and 2) get to them to recognize when they need to clarify given information (when someone says "some" they need to ask exactly how many of something they need to bring). Thus, with the exception of E, all of the work is oral/aural.

C: You can ask the students what you asked for, and how many, to see how well they heard the plural ending in "glasses", and the articles.

D: You will use both singular and plural items to see if students can use the right quantifier.

E: Have students repeat the sentences individually and chorally.

F: You can introduce orally the clarifying phrases shown in section H, by indicating that you don't understand what they're saying, or you're not clear how many they are asking for. So, in G, you can intentionally muddle your voice so that the students will be forced to use clarifying phrases.

H: Do the same as in the previous units. At this point, you should do some pronunciation practice with the number pairs 13/30, 14/40, 15/50, etc., because they will need to distinguish between these pairs in the pair work and the summative activities.

I: Make sure to model the pair work activity before setting them off on their own. Make sure that they don't read each other's lists.

A SUMMATIVE ACTIVITY FOR ASSESSMENT AND REINFORCEMENT

You have two pages of banquet items, differing only in the number (13/30, etc.) Cut the items into small strips. Take the strips of one page and give one each to

the students. Take the strips of the other page and put them on a table outside of the room. Student A will ask student B for the item and the quantity. Student B must make sure of the quantity (and perhaps ask for repetition), and find the appropriate strip on the table. If the quantity of the item is smaller than the quantity asked for by student A, student B must explain so (using the expressions from unit 2).

Unit 4

A + B: Use the banquet items from units 1 and 2. If you can't get the realia, then use any items in the room. These drills will give the students further practice in pronouncing plural items.

C: This activity only provides practice with three of the prepositions introduced at the beginning of the unit. However, it can also serve as vocabulary reinforcement, as well as practice using and responding to the question "Where does ********go?"; students can ask each other in pairs using the correct responses of the matching exercise.

D + E: This last group of items is big; the only way to bring them into the classroom is to arrange the items on a "queen mary" (large mobile shelving) and then wheel the queen mary into the room. (You can have the students do this for you.)
This arrangement, while sounding cumbersome, actually works to great advantage for this unit, because you can practice using the target prepositions with the items on the queen mary, after doing the vocabulary practice.

F: This is a new type of exercise, introduced in this unit because the students are least familiar with this group of banquet items. Also, it prepares the students for a similar exercise that is used in the next unit.

A SUMMATIVE ACTIVITY FOR ASSESSMENT AND REINFORCEMENT

Arrange banquet items from the first two units on a table. Have student A ask student B to put an item somewhere in relation to another item.

Unit 5

The purpose of this unit is to get the students familiar with the cleaners and how they should be used, and to continue practicing describing locations. The first

three sections can be used as beginning vocabulary practice and to draw out the students' knowledge of the cleaners.

A: If you have access to an overhead projector (OHP), make a transparency of the diagram and use it on the OHP. You will then use the transparency to practice locations later on in the unit.

B: After the students fill out the list, they can talk about the cleaners they use in small groups, or as whole class.

C: Any discrepancies that occur between pairs of workers can serve as not only a class discussion, but also as a nice segue to activity D.

D: Answers "m" and "n" in the activity can serve as a means to teach the meaning of the prefix "de-".

A SUMMATIVE ACTIVITY FOR ASSESSMENT AND REINFORCEMENT

If possible, you can take the students down to the actual shelving and quiz them on locations of cleaners there. Otherwise, you can use the transparency to quiz them orally or in writing.

Unit 6

A, B + C: Students can answer the questions on paper individually and then share answers with another student, a small group, or with the whole class. Make a list on the board of the pertinent vocabulary items they come up with, and have the students copy it.

D: Try to get as many defective items as can be carried into the room: broken/chipped/cracked/spotted/dirty/tarnished china/glassware/silver. Otherwise, this is the same type of activity as in the beginning of units 1, 2, and 3.

E + F: This will help fill in the gaps of the students' knowledge about describing defective items.

G: The format can be the same as activities A, B, and C. Note that of the situations have no "solution"; for example, if a dinner plate is chipped, they may just have to throw it away.

H + I: You can easily supplement these activities with examples from other life situations--i.e., health problems, money problems, etc.

A SUMMATIVE ACTIVITY FOR ASSESSMENT AND REINFORCEMENT

The same as activity I, except that you give the student A a slip a paper with the name of an item. The student must then remember a problem associated with the item. Student B will be the supervisor and must come up with an appropriate solution for that problem.

UNIT 1: MAKING AND RESPONDING TO REQUESTS: Part One

VOCABULARY: TABLE SETTINGS, PART 1

A. Look at the items your teacher is holding. Your teacher will ask you:

What is this called?

How do you say this in English?

Tell your teacher the name of the items.

B. This is how the words are written in English.

Practice saying them out loud.

1. tea spoon	2. soda spoon	3. serving spoon
4. soup spoon	5. fish knife	6. dinner knife
7. steak knife	8. butter knife	9. dinner fork
10. oyster fork	11. dinner plate	12 salad plate
13. b & b plate	14. fish plate	15. elite plate

C. Listen to the following dialogues. Then, practice them with a partner.

Dialogue 1

Jose: **Could you give me** some steak knives, please?

Jim: **Sure. Here you go.**

Jose: Thanks.

Jim: You're welcome.

Dialogue 2

Carlos: **I need** an oyster fork.

Rita: **O.K. I'll get it for you.**

Carlos: Thank you.

Rita: You're welcome.

Dialogue 3

Max: **Go get me** three serving spoons.

Audrey: **O.K. Just a minute.**

Max: Thanks.

Audrey: No problem.

D. Look at these REQUESTS:

1. Could you give me some serving spoons?
2. I need an elite plate.
3. Go get me five forks.

Look at these RESPONSES.

1. Sure. Here you go.
2. O.K. I'll get it for you.
3. Just a minute.

E. Write two dialogues with your partner. Use the REQUESTS and RESPONSES you have learned in this unit.

Dialogue 1.

Luis: _____

Alejandro: _____

Luis: _____

Alejandro: _____

Dialogue 2.

_____ _____

_____ _____

_____ _____

_____ _____

9 /

UNIT 2: MAKING A RESPONDING TO REQUESTS: PART TWO

VOCABULARY: TABLE SETTINGS, PART 2

A. Look at the items your teacher is holding. Your teacher will ask you:

What is this called?

How do you say this in English?

Tell your teacher the name of the items.

B. This is how the words are written in English.

Practice saying them out loud.

1. all-purpose glass	2. balloon glass	3. water glass
4. white wine glass	5. red wine glass	6. champagne glass
7. pony glass (cordial)	8. rocks glass	9. hi ball glass
10. snifter	11. coffee cup	12. saucer
13. stacking mug	14. soup cup	15. creamer

C. Listen to the following dialogues. Then, practice them with a partner.

Dialogue 1

Jose: I need some balloon glasses.

Jim: **I'm sorry. We're out of** balloon glasses.

Dialogue 2

Banquet Steward: Go get me four pony glasses.

Rita: **Can you wait 10 minutes?** They're in the dishwasher.

D. Look at these RESPONSES.

1. **I'm sorry. We're out of** soup cups.
2. **Can you wait** a moment? They're in the dishwasher.

Write two dialogues with your partner. Use the REQUESTS and RESPONSES you have learned in this unit.

Dialogue 1.

Ramon: _____

Maria: _____

Ramon _____

Maria: _____

Dialogue 2.

_____ _____

_____ _____

_____ _____

_____ _____

UNIT 3: ASKING FOR CLARIFICATION

VOCABULARY: HOLLOWARE

A. Look at the items your teacher is holding. Your teacher will ask you:

What is this called?

How do you say this in English?

Tell your teacher the name of the items.

B. This is how the words are written in English.

Practice saying them out loud.

1. tongs	2. ladle	3. spatula
4. bread basket	5. wine bucket	6. coffee pot
7. tea pot	8. water pitcher	9. large chaffing dish
10.small chaffing dish	11. oval chaffing dish	12. chaffing dish insert
13. large water pan	14. small water pan	15. fondue pan

C. Listen to these sentences.

I need some red wine glasses.

Go get me a fish plate.

Could you get me an oyster fork?

What is the difference between these words?

a an some

D. Listen to your teacher. Your teacher will say the name of a banquet item. Use "a", "an", or "some" and repeat the name of the item.

E. Read these sentences. Choose the correct word to finish the sentences.

a an some

1. I need _____ soup spoons.

2. Go get me _____ snifter.

3. Could you get me _____ stacking mugs?

4. I need _____ wine bucket.

5. I need _____ elite plate.

6. Please get me _____ fondue pans.

7. Go get me _____ white wine glass.

8. Could you get me _____ water pitcher?

9. I need _____ oval chaffing dish.

10. Could you get me _____ large water pans?

F. Ask your teacher to get something. Don't forget to use these words:

a an some

G. Now your teacher will ask <u>you</u> to get something. Listen for these words: a an some

If you hear "some", ask

How many?

H. Listen to these dialogues. Then, practice them with a partner.

<u>Dialogue 1.</u>

Supervisor: Could you give me <u>a rack of water glasses</u>, please?

Salvador: **I'm sorry. What do you need?**

Supervisor: <u>A rack of water glasses.</u>

Salvador: Sure, here you go.

<u>Dialogue 2</u>

Waiter: Please get me <u>10 white wine glasses</u>.

Victor: **Can you repeat that, please?**

Waiter: Please get me 10 white wine glasses.

Victor: O.K. Right away.

<u>Dialogue 3</u>

Pastry Chef: I need <u>an oval chaffing dish.</u>

Francisco: **Excuse me?**

Pastry Chef: I need an oval chaffing dish.

Francisco: I'll get it for you.

Dialogue 4

Harold:	Go get 13 serving spoons.
Julio:	**How many?**
Harold:	Thirteen.
Julio.	Oh, OK. No problem.

I. Review the following questions to ask when you don't understand.

1. How many?

2. What do you need?

3. Can you repeat that, please?

4. Excuse me?

Work with a partner. Your partner will ask you for some items.
Look at the list of items below.
If you have the item on the list, you can give them to your partner.
If you don't have the item on the list, tell your partner!
Practice using the RESPONSES and QUESTIONS you have learned in this unit.
DON'T SHOW YOUR LIST TO YOUR PARTNER!

PARTNER A:

<u>This is what you have</u>

30 fish plates	50 coffee cups
45 soup spoons (in the dishwasher)	2 small chaffing dishes
25 water pitchers	10 ladles

****

Ask your partner for these things. Use the REQUEST forms that you learned in Unit 1.

1.a small chaffing dish	6. 50 water pitchers
2. some coffee cups	7.a fondue pan
3. a ladle	8. some number stands
4. some white wine glasses	9. some soup spoons
5. 30 fish knives	10. 30 fish plates

PARTNER B

<u>This is what you have</u>

15 fondue pans

26 tea pots

35 b & b plates

50 water glasses (in the dishwasher)

60 serving spoons

10 large water pans

****

Ask your partner for these things. Use the REQUEST forms that you learned in Unit 1.

1. a small chaffing dish

2. some tea pots

3. a large water pan

4 some red wine glasses

5. 30 b & b plates

6. 50 water glasses

7. a fondue pan

8. some serving spoons

9. some elite plates

10. 30 butter knives

Unit 4: DESCRIBING WHERE THINGS ARE--PART 1

Prepositions

A. Look at the items your teacher is holding. Listen to each question. Then, answer the question and use one of the following words.

on in under above between behind next to

in front of to the left of to the right of

Example: Where's the coffee cup?
The coffee cup is _____ the saucer.

Example: Where are the coffee cups?
The coffee cups are _____ the buspan.

Look at the difference:

For one thing	**For more than one thing**
Where's the _____?	Where **are** the _____?
It's on the tray: .	**They're** on the tray.

B. Listen to your teacher. He will say the name of an item. You will ask where the item is. Examples:

coffee pot	balloon glasses
Where's the coffee pot?	Where are the balloon glasses?

"Where does the tray of dirty plates go?"

C. Where do the items in Column A go? Write the letter of the correct location next to the item. You can use a location more than one time.

Column A	Column B
1. tray of dirty plates ____	a. **in** the hot box
2. clean wine glasses ____	b. **in** the storage room
3. rack of dirty coffee cups ____	c. **on** the line
4. rack of dirty rocks glasses ____	d. **on** the flatbed
5. the schedule ____	e. **in** the sink
6. the garbage ____	f. **on** the queen mary
7. stack of clean plates ____	g. **in** the window of the office

8. box of soap ____	h. **in** the rack
9. fruits and vegetables ____	i. **next to** the sink
10. hot dinner plates ____	j. **in** the burnisher
11. dirty silverware ____	k. **on** the shelf
12. dirty pots and pans ____	l. **in** the dishwasher
13. oven cleaner ____	m. **in** the garbage can
	n. **in** the walk-in

D. Look at the items. Your teacher will ask you:

What is this called?

How do you say this in English?

Tell your teacher the name of the items.

E. This is how the words are written in English.

Practice saying them out loud.

1. large supreme	2. small supreme	3. oval mirror
4. round mirror	5. cake stand	6. cookie stand
7. gooseneck	8. glass bowl	9. carving board
10.heat lamp	11. ice glow	12. rotating glow
13. coquille shells	14. queen mary	15. glass bowls

What's This Used For?

F. Directions: Match the **banquet item** with its **use**.

1. The **supremes** are used for ____.
2. The **mirrors** are used for ____.
3. The **cake stand** is used for ____.
4. The **cookie stand** is used for ____.
5. The **gooseneck** is used for ____.
6. The **glass bowls** are used for ____.
7. The **carving board** is used for ____.
8. The **ice glow** is used for ____.
9. The **rotating glow** is used for ____.
10. The **queen mary** is used for ____.
11. The **coquille shell** is used for ____.
12. The **butter dish** is used for ____.
13. The **seafood shells** are used for ____.
14. The **heat lamp** is used for ____.

a. displaying ice sculptures
b. serving butter
c. serving ice cream
d. carrying banquet items
e. keeping food warm
f. serving cheese, meats and fruit
g. serving cake
h. serving cookies
i. serving seafood or seafood salad
j. cutting meat
k. serving dressing, sauces, parmesan cheese or croutons.
l. serving oysters
m. serving crab, shrimp or lobster
n. serving salad or cereal

Unit 5: DESCRIBING WHERE THINGS ARE--PART 2

VOCABULARY: CLEANERS

A. Look at the diagram of the cleaner shelving on the next page. Repeat the name of the cleaner after your teacher.

B. Which cleaners do you use at work? What do you clean with them? Make a list of the cleaners you use and things you clean with them.

I use _____ to clean _____.
I use _____ to clean _____.
I use _____ to clean _____.
I use _____ to clean _____.
I use _____ to clean _____.
I use _____ to clean _____.
I use _____ to clean _____.
I use _____ to clean _____.
I use _____ to clean _____.

C. Check your list with a co-worker. Do you and your partner use the <u>same</u> cleaners to clean the <u>same</u> things? _____

THE CLEANING SHELVES IN THE STORAGE ROOM

--soap pads --Grease Beast --L/S/R Lime Scale Remover	--soap pads	--Wright's Silver Cream --scouring pads	--sponges --spray cleaning attachments
--Foam-Free --Deicer	--Dish Detergent --Control	--Extra Edition --DuPan	--Butane Fuel --Copper Brite
	--Zero Spot	--Vibra-Glo	
--Bleach	--Ultra	--Elite II	

What's This Used For?

D. Match the cleaner with its use.

1. The **DivoPlus DuPan** is used for ____.
2. The **DiverShine NuWARE** is used for ____.
3. The **ELITE II ENCAPSULATED** is used for ____.
4. The **Gibraltar Ultra** is used for ____.
5. The **L/S/R Lime Scale Remover** is used for ____.
6. The **Wright's Silver Cream** is used for ____.
7. The **Zero Spot** is used for ____.
8. The **deicer** is used for ____.
9. The **bleach** is used for ____.
10. The **Grease Beast** is used for ____.
11. The **Vibra-glo** is used for ____.
12. The **Foam-Free** is used for ____.
13. The **Extra Edition** is used for ____.
14. The **Diversey Floor Cleaner** is used for ____.
15. The **dish detergent** is used for ___.
16. The **Copper Brite** is used for ___.
17. The **Control** is used for ____.

a. cleaning ovens and grills

b. cleaning silverware

c. washing dishes

d. keeping silver from tarnishing

e. cleaning copper pans

f. washing pots

g. cleaning floors

h. washing plastic items

i. cleaning floors--it is mixed with detergents

j. cleaning ovens

k. final rinsing of dishes and glasses

l. polishing silver

m. deliming machines

n. deicing freezers

o. sanitizing drains

p. washing pots

q. washing dishes

"Where does the DivoPlus DuPan go?"

E. Where do the items in Column A go? Look at the shelving diagram and write the letter of the correct location next to the item. You can use a location more than one time.

Column A	Column B
1. Divo Plus DuPan ____	**a.** on the upper middle shelf, next to the Control
2. Control ____	**b.** on the top shelf, above the Extra Edition
3. ELITE II dish detergent ____	**c.** on the bottom shelf, to the left
4. Gibraltar Ultra ____	**d.** on the upper middle shelf, next to the butane fuel
5. L/S/R Lime Scale Remover ____	**e.** on the upper middle shelf, next to the DuPan
6. Wright's Silver Cream ____	**f.** on the top shelf, above the Foam-Free
7. Zero Spot ____	**g.** on the upper middle shelf, to the right
8. deicer ____	**h.** on the bottom shelf, under the Vibra-Glo
9. bleach ____	**i.** on the bottom shelf, next to the Elite II

10. Grease Beast ____	**j.** on the upper middle shelf, below the soap pads
11. Vibra-Glo ____	**k.** on the upper middle shelf, to the left of the Copper Brite
12. Foam-free ____	**l.** on the lower middle shelf, above the Elite II
13. Extra Edition ____	**m.** on the lower middle shelf, below the Control
14. Copper Brite ____	**n.** on the top shelf, to the left
15. dish detergent ___	**o.** on the upper middle shelf, under the Grease Beast

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UNIT 6: REPORTING PROBLEMS

A. Make a list of any problems that can happen at work:

_____

_____

_____

_____

B. **Why do we study how to report problems?**

_____

_____

C. Is it important to suggest solutions to your supervisor?

_____

_____

D. Look at the items your teacher is holding. Your teacher will ask you:

What's the problem?

What's the matter?

What's wrong?

E. Match the item in Column A with the problem in Column B. (Write the number of <u>all possible answers</u> in Column B next to each item.)

Column A	Column B
floor _____	1. full
garbage can _____	2. broken
handle _____	3. spotted
water pitcher _____	4. dirty
dinner plate _____	5. wet
water tray _____	6. cracked
sink _____	7. dented
coffee cup _____	8. tarnished
dishwasher _____	9. out of order
silverware _____	10. stopped up
wine glasses _____	11. chipped

F. Can you name other things that can be <u>out of order</u>?

_____

_____

_____

_____

G. Tell your teacher a solution for each of the following problems.

1. The dinner plate is chipped.

_____

2. The garbage can is full.

_____

3. The wine glasses are spotted.

_____

4. The silverware is tarnished.

_____

5. The dishwasher is out of order.

_____

6. The sink is stopped up.

_____

7. The water pitcher is cracked.

_____

8. The floor is wet.

_____

9. The dishwasher is out of soap.

_____

10. The coffee cups are still dirty.

_____

11. We're out of Grease Beast.

_____

12. The sink is stopped up.

_____

H. Here are things that you can say <u>if you need help:</u>

Can you help me?
Can you come here, please?
Excuse me.

Here are things that you can say to <u>give advice</u> or <u>make a suggestion:</u>

Why don't you _____?
You should _____.

I. Listen to the dialogue. Then work with a partner to practice reporting a problem to your supervisor. Use the problems on page 16.

Example: <u>Chicho:</u> Excuse me, Harold. Can you help me?
<u>Harold:</u> Sure, Chicho. What's the problem?
<u>Chicho:</u> The sink is stopped up.
<u>Harold:</u> OK, why don't you _____.

QUIZZES

These pencil and paper quizzes are designed to supplement the oral assessment tools you use for each unit. It's a good idea do some "practice quizzes" with the students so that they can become familiar with the format.

The quizzes for the first three units are exactly the same in format. The first page has pictures of the items. The students are supposed to match the number of the picture with the name of the item.

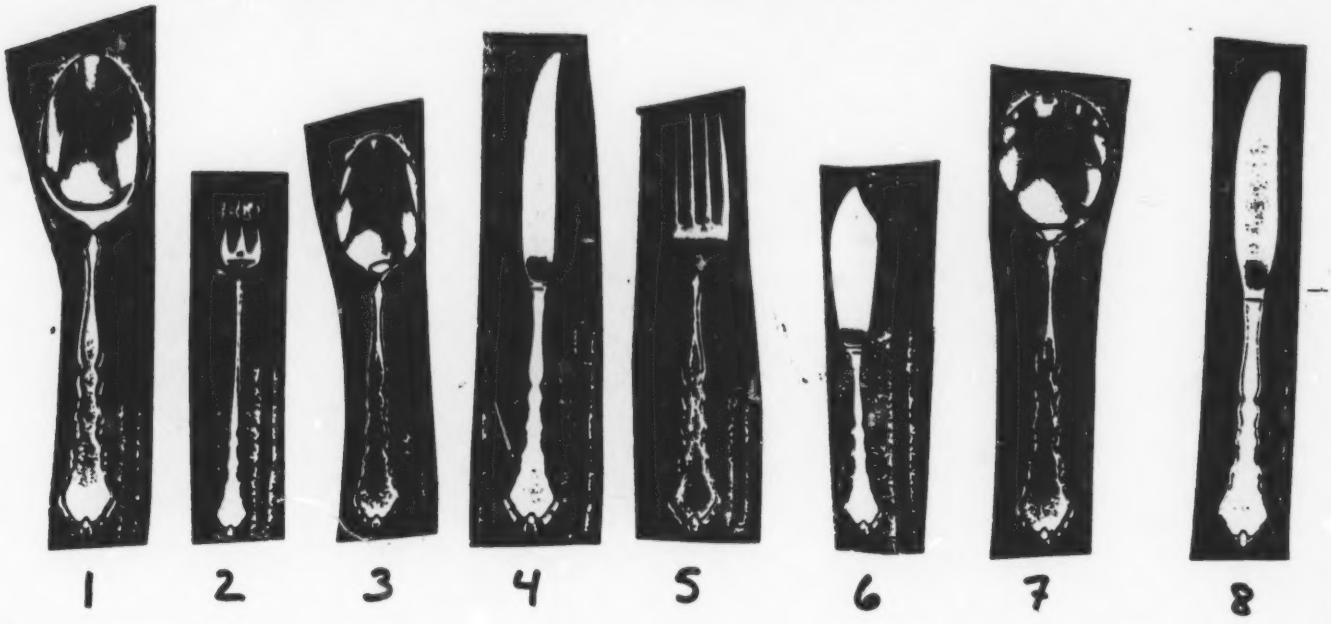
The second page is to test listening. Place three or four of the items at a place where all the students can clearly see them. Put a small piece of paper with the number 1, 2, 3 or 4 on or above each item. Then, you call out the name of an item. The students will write the appropriate number on the blank. You can either repeat each item once, or repeat a whole row of items a second time.

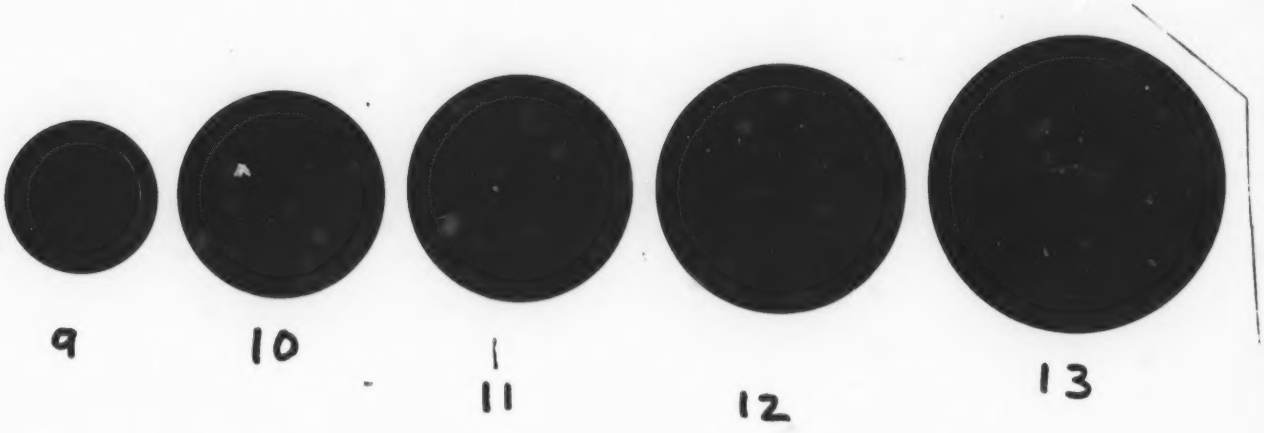
The quiz format changes slightly in unit 4. You make statements about the location of one banquet item in relation to another that is either true or false. The students then check "yes" if the statement is true or "no"if the statement is false.

Name _____

PLACE SETTINGS: PART 1

A. Look at each item and write the number of the item next to its name.





teaspoon _____ soup spoon _____ steak knife _____ dinner fork _____

oyster fork _____ b & b plate _____ butter knife _____ dinner plate _____

fish plate _____ serving spoon _____ dinner knife _____ salad plate _____

m. elite plate _____

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2. Look at the items. Your teacher will say the name of an item. Write down the number of the item that the teacher says.

A. _____ B. _____ C._____ D _____ E. _____ F. _____ G _____

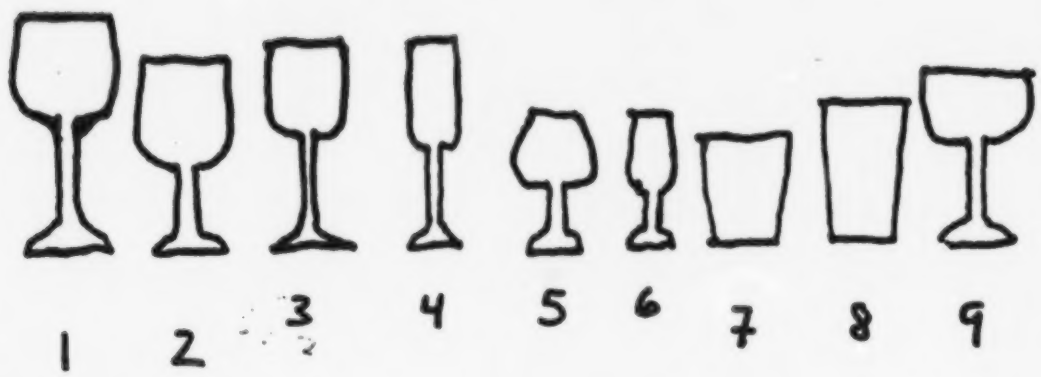
A. _____ B. _____ C. _____ D. _____ E. _____ F _____ G. _____

A. _____ B. _____ C. _____ D. _____ E. _____ F _____ G. _____

A. _____ B. _____ C. _____ D. _____ E. _____ F _____ G. _____

PLACE SETTINGS: PART 2

A. Look at each item and write the number of the item next to its name.



white wine glass _____ pony glass _____ snifter _____ stacking mug _____

balloon glass _____ red wine glass _____ rocks glass _____ coffee cup _____

water glass _____ champagne glass _____ high ball glass _____ saucer _____

creamer _____

2. Look at the items. Your teacher will say the name of an item. Write down the number of the item that the teacher says.

A. _____ **B.** _____ **C.**_____ **D** _____ **E.** _____ **F.** _____ **G** _____

A. _____ **B.** _____ **C.** _____ **D.** _____ **E.** _____ **F** _____ **G.** _____

A. _____ **B.** _____ **C.** _____ **D.** _____ **E.** _____ **F** _____ **G.** _____

A. _____ **B.** _____ **C.** _____ **D.** _____ **E.** _____ **F** _____ **G.** _____

HOLLOWARE

A. Look at each item and write the number of the item next to its name.

bread basket_____ tea pot _____ ladle_____ wine bucket _____

water pitcher _____ tongs _____ spatula _____ coffee pot _____

fondue pan _____

2. Look at the items. Your teacher will say the name of an item. Write down the number of the item that the teacher says.

1. A. _____ B. _____ C._____ D _____ E._____ F._____ G _____ H._____ I._____ J._____

2. A. _____ B. _____ C._____ D._____ E._____ F _____ G._____ H._____ I._____ J._____

3. A. _____ B. _____ C._____ D._____ E._____ F _____ G._____ H._____ I._____ J._____

4. A. _____ B. _____ C._____ D._____ E._____ F _____ G._____ H._____ I._____ J._____

HOLLOWARE, PART 2

A. Look at each item and write the number of the item next to its name.

large supreme _____ round mirror _____ gooseneck _____

heat lamp ____ coquille shell _____ small supreme_____

glass bowls ____ ice glow _____ queen mary _____ oval mirror ____

cookie stand _____ carving board _____ rotating glow _____

butter dish _____ seafood shell ____ cake stand _____

2. Look at the items. Your teacher will say the name of an item. Write down the number of the item that the teacher says.

1. A. _____ B. _____ C._____ D _____ E._____ F._____ G _____ H._____ I._____ J._____

2. A._____ B._____ C._____ D._____ E._____ F _____ G._____ H._____ I._____ J._____

3. A._____ B._____ C._____ D._____ E._____ F _____ G._____ H._____ I._____ J._____

4. A._____ B._____ C._____ D._____ E._____ F _____ G._____ H._____ I._____ J._____

Name _____

PREPOSITION QUIZ

Directions: Listen to the teacher. He will describe the location of an item.
For example, "The white wine glass is to the left of the salad plate."
Is this a correct statement?
Look at the objects or the picture of the cleaning shelves.
If the statement is correct, check "Yes".
If the statement is not correct, check "No".

1. Yes ____ No ____

2. Yes ____ No ____

3. Yes ____ No ____

4. Yes ____ No ____

5. Yes ____ No ____

6. Yes ____ No ____

7. Yes ____ No ____

8. Yes ____ No ____

9. Yes ____ No ____

10. Yes ____ No ____